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ABSTRACT

Curriculum reform across Canada resulted in a new commitment to resource-based learning. Not only is the provision of resources important but also the development and implementation of resource-based programs, which are initiated by teacher-librarians and planned cooperatively with classroom teachers. This study addresses the relationship between the presence or absence of an effective library program in the school, the ability of that school to implement a resource-based teaching/learning program, and the role of the teacher-librarian in program planning and implementation. Principals, teachers, and librarians responded to a survey on the following: (1) policy and procedures; (2) instructional strategies; (3) awareness of and commitment to school library use and communication among the 3 groups; (4) cooperative planning and teaching; (5) expectations of, attitudes towards, and beliefs about understanding of school library services; (6) the role of the school library; and (7) the role of the librarian. Findings show that although schools where qualified teacher-librarians are scheduled at least half-time are best able to provide the essential support for resource-based teaching and learning, there is no agreement among principals, teachers, and librarians on the role of the library and librarian in resource-based programs. Experience and qualifications of principals and teachers made little difference in their responses, indicating that training is required to change their attitudes about the benefits of school libraries. A copy of the questionnaire is appended. (Contains 18 references.) (MAS)

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RESEARCH IN BRIEF

The Role of The School Library in Resource-Based Learning

SSTA RESEARCH CENTRE REPORT: #94-11 DATE: Nov 1994

Schools are now required to deliver resource-based curricula which will prepare students for life-long learning. Such curricula demand that teachers and students have access to resources and to programs that focus on the skills necessary to the effective use of those resources. Since school libraries staffed by teacher-librarians are the most effective way of ensuring such access, this study investigates the potential of schools to provide those programs which support resource-based education. Findings from the study indicate that without school libraries and qualified teacher-librarians schools are unable to deliver an effective resource-based curriculum. There is an obvious gap between the mandate of the curriculum and the ability of schools to meet that mandate.

This summary report entitled **The Role of The School Library in Resource-Based Learning** was developed for the SSTA Research Centre by Alixe Hambleton and John Wilkinson. A copy of the more comprehensive report is available on request.

The opinions and recommendations expressed in this report are those of the authors and may not be in agreement with SSTA officers or trustees, but are offered as being worthy of consideration by those responsible for making decisions.

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THE ROLE OF THE SCHOOL LIBRARY IN RESOURCE-BASED LEARNING

Alixe E. Hambleton and John P. Wilkinson

> *Ensuring that the necessary resources, whether for information or for voluntary and personal reading, are available for students, that the students have ready access to them and that they will develop the skills necessary to utilize them, places increasing importance on the school library resource centre as the information centre of the school and the teacher-librarian who brings to it the expertise in information literacy and resources. . . . To have library resource centres and teacher-librarians at risk is to put the concept of lifelong learning at risk.*
>
> Ontario School Library Association. "Submission to Royal Commission on Learning." Inside OSLA. v. 30 (Winter 1993): 2,4.

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The authors are also most grateful to the Directors of Education who gave permission for their schools to be approached and to the numerous principals, teachers and school library personnel who responded so willingly and carefully to our questionnaire. To them, we offer our sincere thanks.

THE CONTEXT OF THE STUDY

Curriculum reform across Canada has resulted in the development of a major educational goal -- that of developing students who are informed, self-directed and discriminating learners and who have acquired those skills which enable them to continue learning throughout their lives. Thus, a major responsibility of Ontario and Saskatchewan schools is, now, to develop "in students those skills which will lead to life long learning and will help them to [attain] pleasure and enjoyment through adult life."[1]

This educational focus is evident in policy documents developed by both Saskatchewan Education, Training and Employment and by the Ontario Ministry of Education. Many of these documents clearly emphasize the need for the development of students capable of self-directed learning and possessing the skills to be independent and self-directed learners.

In order to achieve these goals the new curricula in both provinces have stated their commitment to a resource-based learning -- that is, to "planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print and human resources"[2] -- and such commitment suggests that, by using an integrated set of human and non-human resources (a combination of people, media and strategies) the design, development, implementation and evaluation of instruction can be systematically organized to meet specific educational goals.

Additional documents also recognize the need for resources to support these goals, outlining, for example, the role of the school library in the development of resource-based programs that are necessary to achieve the goals that underlie the new curriculum initiatives. Saskatchewan affirms that the school library is the "most effective way of providing materials and services for resource-based learning,"[3] while Ontario states, "One of the major functions of a school, including the library resource centre is to help students become independent learners and problem-solvers."[4]

However, essential support for resource-based learning goes far beyond the providing of resources. It must also include the development and implementation of resource-based programs, initiated by the teacher-librarian and planned cooperatively with classroom teachers, through which students learn how to retrieve, evaluate, organize, share and apply information objectively, critically and independently. Such programs are, as the Saskatchewan document states, at the heart of the resource centre service "[and represent] the most effective way of providing materials and services for resource-based learning."[5]

It becomes obvious, then, that qualified teacher-librarians must be part of the new curriculum initiatives, but, while the importance of the resource centre itself

is recognized by many and the role of the teacher-librarian by some, the consequent need for qualified personnel is less evident. In fact, if not in theory, qualified teacher-librarians do not seem to be recognized as essential in elementary schools.

Research findings to date are ambivalent on this issue and, although researchers recognize the need to validate the importance of the contribution made by teacher-librarians, there has been to date little evidence linking the qualifications of the person in charge of a school library to the achievement of educational goals. It is, then, not surprising that many school boards, directors and principals seem to regard well-qualified teacher-librarians as desirable but not indispensable.

If schools are to be persuaded to implement policy with respect to resource-based learning, it seems necessary to provide justification for the considerable expenditure which the hiring of qualified teacher-librarians will require. It is imperative that the relationship between resource-based education and resource centre personnel be investigated. It is, then, this relationship that forms the basis for this study.

A major issue addressed by this study, is the relationship between the presence or absence of an effective library program in a school and the ability of that school to implement a resource-based teaching/learning program. Equally important is the role of the teacher-librarian in the planning and implementation of those programs. In this study, these issues are delineated in terms of six focal questions:

1. Do principals, teachers and teacher-librarians agree on the role of the school library and the role of the teacher-librarian with respect to the delivery of programs designed to support and foster resource-based education?

2. Are schools with school libraries staffed by appropriately qualified teacher-librarians more likely to provide programs that will effectively support and foster resource-based education than do schools that are staffed by personnel without appropriate qualifications?

2.1 Will the total schools scores (representative of the degree of involvement in those school library programs and services which are necessary to support resource-based education) be affected by the qualifications of the teacher-librarian?

2.2 Will principal, teacher and teacher-librarian responses to the role of the school library and the role of the teacher-librarian in supporting and fostering resource-based education be significantly affected by the qualifications of the teacher-librarian?

3. Are the responses of principals, teachers and teacher-librarians significantly affected by the number of years of experience of the teacher-librarian, both as a teacher and as a teacher-librarian?

4. Are the responses of principals, teachers and teacher-librarians significantly affected by their qualifications and years of experience?

5. Are the responses of principals, teachers and teacher-librarians significantly affected by the amount of time the teacher-librarian is scheduled in the school library?

6. Are the responses of principals, teachers and teacher-librarians significantly affected by the size and location of the school?

SAMPLING AND DESCRIPTION OF THE SAMPLE

The study was conducted in the elementary schools in Saskatchewan and in a comparable region in Ontario (a region of south-western Ontario stretching from London to Windsor and north to the tip of the Bruce peninsula). Using lists of the relevant (elementary) schools in each province, the researchers chose a random sample of fifty-four schools from the Western Ontario Region and 150 schools from Saskatchewan. Although no geographic stratification was used, only Perth County in the Ontario sample and fifteen divisions in Saskatchewan were not represented in the sample.

A letter listing the selected schools and seeking permission to approach the principals, teachers and librarians concerned was sent to the Directors of Education in each selected county or division. The letters described the project in general terms, gave information on the time required of each participant and

assured the directors that both individual and board responses would remain anonymous.

Once permission had been received, a packet was sent to each selected school. Each packet included:

(1) a covering letter to the principal asking for the cooperation of the principal and his or her staff;

(2) a covering letter, a questionnaire and a self-addressed envelope for each respondent;

(3) instructions for distributing the questionnaires so that a random selection of teachers could be ensured within each school. Depending on the size of the school, the number of teachers ranged from three to seven.

In total, forty-eight principals, forty-eight librarians and 237 teachers from the Western Ontario Region and 141 principals, 141 librarians and 634 teachers from Saskatchewan formed the sample for the study.

The schools in the sample were distributed among city, town and rural areas and were representative of the distribution in both provinces. The majority of the schools served enrollments of 600 or less.

The majority of the principals had between one and ten years of experience. In Ontario, the majority of the principals held a M.Ed. degree, while in Saskatchewan the highest degree held by most principals was a B.Ed.

Teacher experience showed an almost even split between one to ten years and eleven to twenty years. The majority of teachers in Saskatchewan held a B.Ed. degree, and in Ontario the majority held B.A., M.A., and B.Ed. degrees. The largest percentage of responding teachers taught multiple grades, although all grades from Kindergarten through Grade Eight were represented. Specialist teachers (music, art, etc.) were also represented in the sample.

The data with respect to school libraries differed widely between the two provinces. In Ontario, 80% of the libraries were staffed by a librarian while in Saskatchewan, the corresponding figure was 56%. Forty-four percent of the Saskatchewan libraries were staffed by a teacher, a library technician, or clerical personnel, while in Ontario only 12% were not staffed by qualified personnel. In Ontario 42% of the libraries were staffed full-time and 37% were staffed half-time or less. In Saskatchewan only 18% were staffed full-time and 61% were staffed half-time or less.

The typical educational qualifications of responding librarians also differed sharply between the provinces. In Ontario, the university qualifications of 73.7% of the respondents included either an M.L.S. or a Library Specialist Certificate or a library major. In Saskatchewan, only 51.2% of the librarians held such qualifications. Librarians in the combined sample were likely to have classroom and library experience of from one to ten years.

METHODOLOGY

The data for the study was gathered through the distribution of questionnaires asking for responses to statements culled from the literature relating to school library programming and service. Respondents were instructed to check a five-point Likert scale, ranging from Strongly Agree to Strongly Disagree. With slight modifications in wording to accommodate differences among respondents, the statements on each questionnaire were identical. Respondents were asked to respond in terms of the situation in their school as it actually existed at the time the questionnaire was received. The questionnaire also included space for additional comments. (An example of the questionnaire appears at the end of this report.)

Each statement on the questionnaire was assigned by the researchers to one of five categories representing broad areas of concern. These categories include:

Category 1: Policy and procedures (including goals, budget and accessibility
Category 2: Instructional strategies
Category 3: Awareness of, and commitment to school library use and communication between the three respondent groups
Category 4: Cooperative planning and teaching
Category 5: Expectations of, attitudes towards, beliefs about and understanding of school library services
Category 6: The role of the school library
Category 7: The role of the librarian

Each of the first five categories was cited frequently in the research and journal literature as having a significant bearing on the provision of resource-based programs. There must, for example, be adequate policies and procedures in place; teachers, principals and teacher-librarians must be aware of, and committed to the value of the school library and there must be effective communication of this commitment; cooperative teaching and planning must be an accepted philosophy within the school; expectations must be commonly agreed upon, as must beliefs and understandings of the role which the school

library plays in the educational process. The remaining two categories focus specifically on the role of the school library and the role of the teacher-librarian.

Follow-up interviews were conducted with 12 schools in Saskatchewan and ten schools in Ontario. These schools were chosen on the basis of the Total School Score (a score which combined the scores of principal, teachers and librarian from each school). Visits were arranged with the principals of schools with high and low scores to determine whether there were observable differences between the groups. These interviews were structured and open-ended. Questions focused on the principal's commitment to school library development, on his or her perception of the role of the school library program in the total educational process and on the role of the principal in encouraging school library development.

Perceptions of Principals, Teachers and Librarians With Respect to the Role of the School Library and the Librarian

Date on the role of the school library and the librarian were obtained from responses to the questionnaire. Scores were assigned to each of the categories of response and ANOVA tests were applied, with the F scores indicating those items where significant differences were evident. The Duncan test and the Student-Newman-Keuls procedure were then applied to indicate the source of the differences.

ANOVA tests were also applied to the responses of the principals, teachers and librarians, sorted by categories to determine which categories yielded significant differences.

The total score on the questionnaire represents the respondent's perception of the ability of the school to provide effective resource-based learning programs. The individual scores on the questionnaire were also analyzed by category to reveal the respondent's perception of the various areas of concern inherent in the questionnaire.

The Relationship Between the Presence of Effective School Library Programming and the Presence or Absence of Qualified School Library Personnel

The focus of each instrument was such that all statements were considered to have a bearing on effective school library service. The Total School Score, then, became a valid measure of the presence or absence of effective school library programming. The ANOVA test was then applied to test the relationship

between effective school library programming and the qualifications of the librarian.

The Relationship Between Effective Resource-Based Teaching and Learning and the Presence or Absence of Qualified School Library Personnel

ANOVA tests were used to test the relationship between the principals' scores on the questionnaire and the librarians' qualifications; between teachers' scores on the questionnaire and the librarians' qualifications; and between librarians' scores and librarians' qualifications. In addition, the relationship between principal, teacher and librarian scores (sorted by categories) and the librarians' qualifications was also tested.

The Relationship Between the Size and Location of the School; the Time the Librarian Was Scheduled in the Library; and the Responses to the Questionnaire

The schools surveyed were designated as city, town or rural. As well, schools were differentiated by size, as determined by enrollment. The effect of location and size on the responses of the principals, teachers and librarians to the questionnaire, on the categories represented by the items in the questionnaire, and on the Total School Score was investigated using the ANOVA test.

The amount of time the librarian was scheduled in the library was also investigated, using the ANOVA test, to determine its effect on the responses of the principals, teachers and librarians; on the categories represented in the questionnaire and on the Total School Score.

ANALYSIS AND INTERPRETATION OF THE DATA

Analysis of the data provides the answers to the questions posed in the first section of this report and the interpretation of the data follows the sequence of those questions. It should be noted that there are, in fact, three samples -- the Ontario sample, the Saskatchewan sample, and the two samples combined. In most cases, the results from each of these samples will be discussed.

1. **Do principals, teachers and teacher-librarians agree on the role of the school library and the role of the teacher-librarian with respect to the delivery of programs designed to support and foster resource-based education?**

Previous studies have documented a prevalent and continuing problem in the

delivery of school library service -- principals, teachers and teacher-librarians differ in their perception of the role of the teacher-librarian and of the school library. The findings of this study confirm that this problem still exists. In all of the samples there were significant differences on the majority of the items in the questionnaire and on all the categories represented by the questionnaire. In Ontario, principals, teachers and librarians differed significantly on 67% of the items; in Saskatchewan on 84% of the items; and in the combined sample on 90% of the items.

The importance of these differing perceptions becomes all the more apparent when the questions generating the differences are considered. In all of the samples, the areas in which principals and librarians differ seem basic to school library service: including statements such as "A centralized resource collection is essential to effective teaching;" "Students have access, through the school library, to a wide range of appropriate print resources;" The school library is open to students and staff when they need it;" The school library budget allows for the purchase of those resources necessary to support the curriculum;" and "A centralized resource collection is essential to effective teaching."

There were also differences of opinion in all of the samples on items relating to the role of the principal, the teacher and the teacher-librarian in supporting school library services and programs. Statements such as "The principal actively promotes the use of the school library as an integral part of the school curriculum;" "The principal includes resource-based teaching and cooperative planning with teachers among the factors to be considered in the evaluation of the teacher;" and "The principal expects teachers to work cooperatively with the librarian to plan resource-based units" are indicative of such areas of disagreement.

Statements relating to the role of the teacher in the delivery of resource-based programs also elicited significantly different responses from each of the samples. "Teachers are able to schedule adequate time during the school day to cooperatively plan resource-based units with the librarian;" "Teachers have time to become familiar with the many resources available in the school library;" and "Teachers routinely make provision for the sequenced learning of independent learning skills and strategies in their classroom programs" are examples of statements on which disagreement was revealed.

Equally, there was a lack of agreement in all of the samples on items concerning the role of the teacher-librarian in the support of resource-based programming. Statements such as,"The principal expects teachers and the librarian to work cooperatively;" "The librarian assumes an active role in teaching and learning;" "The librarian is regarded as an equal partner in the design and implementation of the school curriculum;" and "Teachers work cooperatively with the librarian to

plan resource-based units" revealed significant differences with respect to perceptions of the role which the teacher-librarian might play.

When responses to the seven categories represented by the questionnaire were analyzed, differences among principals, teachers and the teacher-librarians for all three samples were significant for all of the seven categories. In each of the three samples, the principal had the highest mean score on all seven categories.

In Ontario, the difference between the mean score of teachers and of principals with respect to their responses was significant in every category except cooperative planning and teaching, with teachers having a significantly lower mean score than principals in every case. Ontario teachers also differed significantly from teacher-librarians in that province on policy, cooperative planning and teaching, and on the role of the school library and the role of the teacher-librarian. Ontario principals and librarians only differed significantly on instructional strategies and expectations and in each case, the mean score of the principals was significantly higher.

In Saskatchewan, the difference between the mean score of teachers and of principals was significant in every category except instructional strategies. Again, principals had the highest (most positive) mean score. Saskatchewan teachers differed (with a significantly lower mean score) from teacher-librarians with respect to the categories that relate to the role of the school library and the role of the teacher-librarian and (with a significantly higher score) with respect to instructional strategies.

When the two samples were combined, teachers differed significantly (with a lower mean score) from teacher-librarians with respect to policy, the role of the school library, and the role of the teacher-librarian. Teachers differed significantly (with a lower mean score) from principals on all of the categories and teacher-librarians differed (with a lower mean score) from teachers on instructional strategies.

The number of the items on which principals achieved the highest mean score (and the fact that teacher-librarians and teachers achieved the highest mean score on only a small percentage of the items on the questionnaire) indicate either that the principals see school library service as being more effective than do teachers and teacher-librarians; or that principals are unaware of the problems faced by teacher-librarians in providing resource-based services or by teachers in implementing resource-based programs. Moreover, principals had the highest mean score in every one of the seven categories, suggesting that their expectations are higher across the board.

It is clear from these data that there is virtually no agreement between teachers and principals on any of the issues covered by this study. Less surprising, perhaps, but no less disturbing, is the finding that there is no agreement among any of the three groups on the role of the school library or on the role of the teacher-librarian. Without mutual understanding of these roles, it is unlikely that there will be the necessary commitment to the planning and implementation of school library programs and services to support a resource-based curriculum.

2. Are schools with school libraries staffed by appropriately qualified teacher-librarians more likely to provide programs that will effectively support and foster resource-based education than do schools that are staffed by personnel without appropriate qualifications?

To answer this question, it is necessary to look at the two sub-questions which, taken together, provide the relevant information.

2.1 Will the total school scores (representative of the degree of involvement in those school library programs and services which are necessary to support resource-based education) be affected by the qualifications of the teacher-librarian?

Analysis of the data related to the total school scores for the sample groups provides the answer to this question. A total school score comprised of the mean of all the responses for a given school (the mean of the responses to the questionnaire from the principal, the teachers, and the teacher-librarian) was calculated for each school. This score represented the degree of involvement which a given school had in those school library services and programs which are necessary to support resource-based education. The maximum possible total school score was 240. In Ontario, the scores ranged from 124.5 to 189.2 while in Saskatchewan the range was 103.4 to 203.4. In Ontario, 60% of the scores are below 160, while in Saskatchewan 76% of the scores fall below this figure. Only one school from the total sample received a score above 200.

Given that overall involvement is low, however, the answer to sub-question 2.1 for the Saskatchewan sample and the combined sample is in the affirmative. In these two samples, the total school score was significantly higher in those schools where the teacher-librarian had specialized school library training. The mean score of schools with personnel in the library who had no library/teaching qualifications was significantly lower than in schools with teacher-librarians with teaching qualifications, school library minors, or specialized school library training.

In both the Saskatchewan and the combined samples, schools with teacher-librarians with specialized school library training had significantly higher mean scores than did schools with library technicians, or, indeed, than schools staffed by teacher-librarians with any other type of qualification.

In Ontario, where 80% of the schools in the sample had a qualified teacher-librarian the total school score was not affected by the qualifications of the teacher-librarian.

2.2 Will principal, teacher and the teacher-librarian responses to the role of the school library and the role of the teacher-librarian in supporting and fostering resource-based education be significantly affected by the qualifications of the teacher-librarian?

For those who believe that the teacher-librarian is an important component of any effective school environment, it may seem self-evident that the responses of principals, teachers and teacher-librarians should, indeed must, be affected by the qualifications of the teacher-librarian. However, such an expectation is clearly biased and it remains to be determined whether it is supported by the evidence. In the present instance, are responses of principals and teachers in a school with a trained, qualified teacher-librarian likely to reflect different attitudes from those of their counterparts in schools staffed by personnel without such specialized training? Are the responses of the teacher-librarian affected by his/her educational qualifications?

The qualifications of the teacher-librarian were tested, not only against their responses to the questionnaire and to the categories represented by the questionnaire, but also against the responses of the principals and teachers to determine whether the presence of trained, experienced teacher-librarians in a school had a significant effect on the responses of the people with whom they work.

In Ontario, because most librarians in the sample had similar educational qualifications, this factor had no effect on the responses of the principals, teachers, or teacher-librarians to the total questionnaire, or to the principals' responses to the categories represented by the questionnaire.

However, for Ontario teachers and teacher-librarians, qualifications did have an impact on their response to the categories. For the Ontario teachers, the qualifications of the teacher-librarian affected their responses in the awareness and the cooperative planning categories, as well as their response to the categories dealing with the role of the school library and the role of the teacher-

librarian. What is perhaps surprising about these data is that teachers in schools with library technicians had the highest mean score in each of these categories. The number of Ontario teacher-librarians who were certified library technicians was too small to allow for valid generalizations, but the finding is suggestive and may reflect the type of training received by the graduates of Ontario library technician programs. It should also be noted that teachers in schools staffed by teacher-librarians with specialized school library qualifications had the second highest mean.

By contrast, in the Saskatchewan sample and the combined sample, the data strongly supported the value of a qualified teacher-librarian. In both samples, principals and teachers in schools with teacher-librarians with the highest educational qualifications received the highest mean scores on the questionnaire.

With respect to the categories represented by the questionnaire, in both samples the responses of principals and teachers to the majority of the categories were significantly higher in those schools with teacher-librarians with specialized training. In schools with qualified teacher-librarians, principals scored higher on the awareness, cooperative planning, expectations, and the role of the teacher-librarian categories. Teacher scores were also higher in these same categories, and also on the policy category and on the role of the school library category.

The responses of teacher-librarians in the Saskatchewan sample and in the combined sample were also affected by the teacher-librarian's specialized school library training. In Saskatchewan, librarians with such training had the highest mean score on the questionnaire, and scored significantly higher than those in the other groups. Teacher-librarians with some library classes had a significantly lower mean score than those with specialized training, as did those with teaching qualifications only. Teacher-librarians with library technician qualifications had significantly lower mean scores than those with teaching qualifications, library classes or specialized library training Similarly, the mean scores of teacher-librarians with no teaching qualifications were also significantly lower than the mean scores of those with teaching qualifications or specialized library training or library classes.

In terms of the categories, the scores of Saskatchewan teacher-librarians were also significantly affected by their educational qualifications. Teacher-librarians with specialized training had the highest mean score in the category of cooperative planning, and in the categories related to the role of the school library and the role of the teacher-librarian. Teacher-librarians with a library minor or some library classes had the highest mean score on the awareness category. Teacher-librarians with teaching qualifications had the highest mean

score on the policy category and teacher-librarians with library classes had the highest mean score on the awareness category.

The results from the combined sample were similar to the results of the Saskatchewan sample. Teacher-librarians with the highest qualifications received the highest mean score, both on the questionnaire and in the majority of categories. With respect to the categories, teacher-librarians with the highest qualifications received the highest mean score in the categories of policy, cooperative planning, expectations, and in the role of the teacher-librarian. Teacher-librarians with library technician qualifications received the highest mean score in the category of awareness.

For Saskatchewan and the combined sample, then, the qualifications of the teacher-librarian made a significant difference to the services being offered by the school library and the teacher-librarian. When the teacher-librarian has specialized training, the role of the teacher-librarian will be articulated more strongly; expectations will be communicated clearly; and cooperative teaching and planning will make the necessary connections between students and resources. In short, effective resource-based programming is dependent on the services of trained teacher-librarians.

3. **Are the responses of principals, teachers and teacher-librarians to the questionnaire significantly affected by the number of years of experience (both as a teacher and as a teacher-librarian) of the teacher-librarian?**

The question here deals with the issue of whether or not teacher-librarians with more experience are more likely to foster resource-based education. Perhaps surprisingly, the amount of experience of the teacher-librarian did not have the effect on the responses of principals, teachers and teacher-librarians that one might reasonably expect.

The teacher-librarians' experience (either as a teacher or as a teacher-librarian) had no effect on the scores of Ontario principals or teacher-librarians on the total questionnaire. However, teachers in schools where the teacher-librarian had 11-20 years of experience as a teacher had a mean score significantly higher than that of teachers whose librarians had between 1-10 years of teaching experience.

Years of experience (either as a teacher or as a teacher-librarian) also had no effect on the scores of the Saskatchewan sample or on the combined sample.

It is also important to note that the years of experience of the teacher-librarian (as a teacher and as a teacher-librarian) had no effect on the total school scores in Ontario, Saskatchewan, or the combined sample.

Effect of the Teaching Experience of the Teacher-Librarian

With respect to the categories, in the Ontario sample principals' responses were only affected by the teaching experience of the teacher-librarian in the category relating to the role of the school library, with principals in schools with teacher-librarians with 11-20 years of teaching experience having the highest mean score on this category. Teacher response was affected by the years of teaching experience of the teacher-librarian in the categories of policy, awareness, cooperative planning and teaching, and expectations, with the highest mean scores received by teachers in schools where the teacher-librarian had 11-20 years of teaching experience. In the role of the teacher-librarian category, teachers in schools where teacher-librarians had 1-10 years of teaching experience received the highest mean score. One may speculate that, because the role of the teacher-librarian has changed from a passive to a more active participation in the educational process, those teacher-librarians who have been in the position for less time are more likely to see their responsibilities in the light of this new role.

Teaching experience had no effect on the responses of the teacher-librarian to any of the categories.

In Saskatchewan, the teaching experience of the teacher-librarian had an effect on the principals' responses in the categories of cooperative planning and teaching, expectations, and on the role of the teacher-librarian, with principals in schools with teacher-librarians with more than 21 years of teaching experience having the highest means on these categories. Teacher response to the categories of awareness, cooperative planning and teaching and the role of the teacher-librarian was also affected by the teaching experience of the teacher-librarian, with teachers in schools where teacher-librarians had 1-10 years of experience receiving the highest mean scores in these categories. As in the Ontario sample, the teaching experience of the teacher-librarian had no effect on the responses of the teacher-librarian in the Saskatchewan sample.

In the combined sample, the teaching experience of the teacher-librarian had no effect on the responses of the principal in any of the categories. The teaching experience of the teacher-librarian affected the responses of teachers in the categories of awareness and the role of the teacher-librarian, with teachers in schools with teacher-librarians with 1-10 years of teaching experience receiving

the highest mean scores in both of these categories. The teaching experience of the teacher-librarian had no effect on the responses of the teacher-librarian in any of the categories.

Effect of the Experience of the Teacher-Librarian as a Teacher-Librarian

For Ontario, the experience of the teacher-librarian as a teacher-librarian had no effect on the response of principals, teachers or teacher-librarians in any of the categories.

For Saskatchewan, the experience of the teacher-librarian as a teacher-librarian had no effect on the principals' response on any of the categories. Experience as a teacher-librarian affected teacher response in the categories of awareness and cooperative planning, where teachers in schools with teacher-librarians having 11-20 years of experience as a teacher-librarian receiving the highest mean scores. Experience as a teacher-librarian affected the responses of the teacher-librarian in the awareness, expectations, and role of the teacher-librarian categories, with teacher-librarians with 11-20 years of experience as a teacher-librarian receiving the highest mean score in each of these categories.

In the combined sample, the experience of the teacher-librarian as a teacher-librarian had no effect on the responses of the principal in any of the categories. Experience as a teacher-librarian affected teacher response in only one category -- that of cooperative planning and teaching, with teachers in schools with teacher-librarians with 11-20 years of experience as a teacher-librarian receiving the highest mean score in this category. Experience as teacher-librarian affected the responses of the teacher-librarian in the awareness, cooperative planning, expectations, and the role of the teacher-librarian category, with teacher-librarians having 11-20 years of experience as a teacher-librarian receiving the highest mean score in each of these categories.

The years of experience of the teacher-librarian (as a teacher and as a teacher-librarian) had no effect on the total school scores in any of the three samples.

Perhaps surprisingly, the experience of the teacher-librarian, either as a teacher or as a teacher-librarian, is not as significant a factor as is the qualifications of the teacher-librarian. Moreover, the teaching experience of the teacher-librarian is more likely to effect the responses of principals, teachers and teacher-librarians than experience as a teacher-librarian.

4. Are the responses of principals and teachers to the questionnaire significantly affected by their qualifications and years of experience?

Principal's Qualifications

The qualifications of the principal and his/her years of experience, both as a teacher and as a principal, were tested against his/her score on the questionnaire and also against his/her responses to the various categories represented by the questionnaire. For all three samples, neither the qualifications nor years of experience of the principal had any significant effect on his/her total score on the questionnaire.

In Ontario, the principals' qualifications significantly affected their responses in the policy category -- principals with a post graduate diploma or a M.Ed., had the highest mean response score. In Saskatchewan, on the other hand, the principals' qualifications significantly affected their responses with respect to instructional strategies -- principals with only a teaching certificate had the highest mean score in this category. No significant effect was found in the combined sample.

Principals' qualifications had no effect on the total school score in either of the two provinces. However, when the samples were combined, they did have a significant effect. Schools with principals with a post graduate diploma or M.Ed. degree had the highest total school score and there was also a significant difference between their schools and schools with principals having only a B.Ed. degree.

The principals' years of experience (both as a teacher and as a principal) had no effect on their score on the questionnaire in any of the three samples.

In Ontario, however, the principals' years of experience as a teacher had a significant effect on their response in the awareness and the role of the teacher-librarian categories. Those principals with the least number of years of teaching experience (1-10 years) had the highest mean score in these two categories; a score significantly higher than that of principals with 21+ years of teaching experience.

In Saskatchewan, too, the number of years a principal had been a teacher significantly affected his/her response in the categories of awareness and the category dealing with the role of the school library. In that province, it was principals with 11-20 years of experience as teacher who had the significantly higher mean scores.

When the two samples were combined, responses to the seven categories reveal only one significant difference. The mean score of principals with 11-20 years of experience as a teacher was significantly higher with respect to questions dealing with the role of the teacher-librarian than was the mean score for principals with 1-10 years of experience as a teacher.

In Ontario, the principals' years of experience as a teacher had a significant effect on the total school score. Schools where principals had 11-20 years of experience had a higher total school score than schools in which principals had 21+ years of teaching experience.

The teaching experience of the principal did not effect the total school scores in Saskatchewan, or in the combined sample.

The principal's years of experience as principal, had no significant effect on their score on the questionnaire in Ontario, Saskatchewan, or in the combined sample. For Ontario and Saskatchewan, years of experience as a principal also had no effect on responses in any of the categories. When the two samples were combined, years of experience as a principal did have a significant effect on the principals' responses in the cooperative planning and teaching category. Principals with more than 20 years of experience received the highest mean score on this category, and principals with 11-20 years of experience as a principals had a significantly higher mean score than principals with 1-10 years of experience.

In all three samples, the principals' years of experience as a principal had no effect on the total school scores.

Teachers' Qualifications and Experience

Teachers' qualifications and experience had no significant effect on their score on the questionnaire in any of the three samples, nor did it effect their responses to any of the categories in Ontario or in the combined sample.

In Saskatchewan, the only category affected was that pertaining to instructional strategies. Teachers with a post graduate diploma or an M.Ed. degree had the highest mean score in this category and the mean score of teachers with a B.A./M.A. (in addition to their teaching certificate) was significantly lower than those with a B.Ed. or those with only a teaching certificate.

The qualifications of teachers also had significant effect on the total school score, with teachers with a B.A./M.A. (in addition to their teaching certificate) having the highest total school score and with significant differences between

those teacher and teachers with either a teaching certificate or teachers with a B.Ed. degree.

The qualifications of principals and teachers, as well as their years of experience had, overall, little significant effect on their responses to the questionnaire, or on the total school score.

5. **Are the responses of principals, teachers and teacher-librarians significantly affected by the amount of time the teacher-librarian is scheduled in the school library?**

The amount of time the teacher-librarian was scheduled in the school library was also considered to be an important factor in determining the ability of a school to deliver resource-based programs. In Ontario, the schedules of 71% of the respondents allowed them to be half-time or more in the library. Predictably, then, no significant differences were found in the scores of principals, teachers, or teacher-librarians on the questionnaire. Nor was there there any significant effect on the responses of Ontario principals or teacher-librarians in any of the seven categories represented by the questionnaire.

The responses of Ontario teachers were, however, significantly affected in the categories of policy and the role of the school library. In both categories, in schools in which the teacher-librarians were scheduled more than half-time in the library, teachers had the highest mean score and this score was significantly higher than that of teachers in schools in which teacher-librarians were scheduled less than half-time. Remarkably and inexplicably, the mean score of teachers in schools in which the teacher-librarian was full-time was also significantly lower than those of teachers in schools in which the teacher-librarian was more than half-time (but less than full-time) in the library.

In the Saskatchewan sample, significant differences due to this factor were more evident. Principals in schools where the teacher-librarian was scheduled more than half-time in the library had the highest mean score on the questionnaire. Teachers in schools with half-time teacher-librarians received the highest mean score on the teachers' questionnaire, and full-time teacher-librarians received the highest mean score on the librarians' questionnaire.

With respect to the categories, principals in schools with teacher-librarians scheduled more than half-time in the library had the highest mean score on the categories of awareness, cooperative planning and teaching, expectations, and the role of the teacher-librarian. Principals with half-time teacher-librarians had the highest mean score in the policy category.

Teachers in schools with half-time teacher-librarians had the highest mean score

in the categories of policy, awareness, cooperative teaching and planning, expectations, and in the role of the school library and the role of the teacher-librarian.

Full-time teacher-librarians had the highest mean score in the categories of policy, expectations, and the role of the school library. Half-time teacher-librarians had the highest mean score in the categories of awareness, cooperative teaching and planning, and the role of the teacher-librarian. In all cases, teacher-librarians who were less than half-time had significantly lower scores than teacher-librarians in the other groupings.

In the combined sample, the principals in schools with librarians who were more than half-time had the highest mean score on the principals' questionnaire. Teachers in schools with half-time librarians had the highest mean score on the teachers' questionnaire, and full-time teacher-librarians had the highest mean score on the teacher-librarians' questionnaire.

Principals in schools with librarians who were more than half-time had the highest mean score in the categories of policy, awareness, cooperative teaching and planning, expectations, and the role of the teacher-librarian.

Teachers in schools with half-time teacher-librarians had the highest mean score in the categories of policy, awareness, cooperative teaching and planning, expectations, the role of the school library and the role of the teacher-librarian.

Full-time teacher-librarians had the highest mean scores in the categories of policy, awareness, expectations, the role of the school library and the role of the teacher-librarian. Half-time teacher-librarians had the highest mean score in the cooperative planning and teaching category.

Total school scores were also affected by this time factor. In Saskatchewan, the highest school scores were found in schools where the teacher-librarian was half-time. Schools with less than half-time teacher-librarians had significantly lower total school scores than schools with teacher-librarians in the other groupings. In the combined sample, the same results applied.

The data, then, strongly suggest that, for the Saskatchewan and the combined sample, principal, teacher and teacher-librarian responses were significantly affected by the time the teacher-librarian was scheduled in the school library. There is, then, evidence that schools with at least half-time teacher-librarians have the higher potential for school library services and programs which will effectively support resource-based education.

6. Are the responses of principals, teachers and teacher-librarians significantly affected by the size and location of the school?

Size of School

The effect of the size of the school (as determined by school population) on the responses of principals, teachers, and teacher-librarians was also investigated, both in terms of scores on the questionnaire and in terms of the categories.

In the samples from the two provinces, the size of the school affected the responses of principals and teachers, but not the response of the teacher-librarians, possibly because the teacher-librarian feels responsible for effective school library programming no matter how large the student body.

In Ontario, the principals in medium sized (300-600) schools had the highest score on the questionnaire. Teachers in large (601+) schools had the highest score. The size of the school did not effect the score of the teacher-librarian.

In Saskatchewan and in the combined sample, principals and teachers in the large schools had the highest score on the questionnaire. Again, the size of the school did not effect the score of the teacher-librarian.

With respect to the scores by category, in Ontario, principals in medium sized schools had the highest mean score in the categories of cooperative teaching and planning, and expectations. Teachers in the larger schools had the highest mean score in the category of awareness, the role of the school library and the role of the teacher-librarian. Teachers in medium sized schools had the highest mean score in the categories of cooperative teaching and planning and expectations. Size did not effect the responses of the teacher-librarians.

In Saskatchewan, principals in large schools had the highest mean score in the categories of policy, awareness, cooperative planning and teaching, expectations, and the role of the teacher-librarian. Teachers in larger schools had the highest mean score on the categories of awareness, cooperative planning and teaching, expectations and the role of the teacher-librarian. Size had an effect on the responses of teacher-librarians in only one category -- cooperative teaching and planning, with teacher-librarians in large schools having the highest mean score in that category.

In the combined sample, principals in the large schools had the highest mean score in the categories of policy, awareness, and the role of the school library. Principals in the medium sized schools had the highest mean score in the categories of expectations, and the role of the teacher-librarian. Teachers in the

large schools had the highest mean score in the categories of awareness, cooperative planning and teaching, expectations, the role of the school library and the role of the teacher-librarian. Teacher-librarians in the large schools had the highest mean score in the policy and cooperative planning and teaching categories, and teacher-librarians in medium sized schools had the highest mean score in the expectations category.

In Ontario, size had no significant effect on the total school score. In Saskatchewan, medium sized schools had the highest total school score and in the combined sample, the large schools had the highest total school score.

The size of the school, as determined by school enrollment, is a significant factor. Small schools are definitely at a disadvantage when it comes to the provision of effective school library programs. Responses of principals and teachers in schools with enrollments above the 300 level are consistently higher in all categories, and total school scores in the large schools are also significantly higher.

Location of School

The impact of the location of the school -- city, town, or rural -- on the responses was also investigated to determine the effect of this factor.

Location did significantly affect the responses of principals and teachers, but not the responses of the teacher-librarians. Again, this may be because teacher-librarians recognize the need for effective school library programs regardless of location.

In Ontario, Saskatchewan and the combined sample, principals and teachers from city schools had the highest scores on the questionnaire.

In Ontario, principals in city schools had the highest mean score in the categories of policy and the role of the school library. Teachers from city schools received the highest mean score in the categories of awareness, cooperative teaching and planning, expectations, and the role of the teacher-librarian. Location had no effect on the responses of the teacher-librarian,

In Saskatchewan, principals in city schools had the highest mean score in cooperative planning, expectations, and the role of the teacher-librarian. Teachers from city schools had the highest mean score in awareness, cooperative planning and teaching, expectations, and the role of the teacher-librarian. Teacher-librarians in city schools had the highest mean score in the cooperative planning and the role of the teacher-librarian categories.

In the combined sample, principals in city schools had the highest mean score in policy, awareness, cooperative planning and teaching, expectations, the role of the school library and the role of the teacher-librarian categories. Location had no effect on the responses of teacher-librarians.

Location had no effect on the total school score in Ontario; but in Saskatchewan and the in combined sample, city schools had the highest total school score.

The data strongly indicate that rural schools are at a disadvantage with respect to the delivery of resource-based programming that is initiated in the school library and directed by the teacher-librarian. City schools in the sample are in the best position to provide those school library services and programs which effectively support resource-based education.

Summary

In summary, it is important to note the data with respect to the total school scores. In the study, the total school score is representative of school library involvement in resource-based teaching/learning. Thus, higher scores equate to an environment most conducive to the support of resource-based education. In Ontario and Saskatchewan, only the qualifications and/or experience of the teacher-librarian contributed significantly to that environment. Neither the experience nor the qualifications of the principal or teachers is significant in this regard. It is also crucial to recognize that the amount of time the teacher-librarian is scheduled in the school library is a significant factor. The teacher-librarian need not be full-time (although that might be desirable). Indeed, in Saskatchewan and in the combined sample, half-time librarians had the highest total score; but less that half-time teacher-librarians are found to be the least effective. The qualifications of the teacher-librarian and the amount of time the teacher-librarian is scheduled in the school library are matters which fall within the aegis of the school division, and the school principal (and in some cases, the teachers) -- unlike such factors as the size and location of the school, which, while they were also found to be significant, are matters largely beyond the control of divisional or local administrators.

SUPPORTING DATA FROM COMMENTS AND INTERVIEWS

Comments

All questionnaires provided ample space for comments. Comments were similar in tone from both provinces so the following analysis draws from both samples. Thirty one percent of the respondents (428) chose to comment.

Many respondents clarified their responses by explaining that they had no qualified teacher-librarian, so services were limited. "I am an untrained library aide and have been asking for a teacher-librarian for 7 years!" "Library technicians are not able to plan with staff. It would be nice to have a teacher-librarian." "We have no teacher-librarian. Our school is not a resource-based learning centre." "There is no librarian. A full-time teacher-librarian would be an asset." "No librarian. This greatly restricts student access." "The librarian is a teacher, and the library can only be open when the teacher is present." "No teacher-librarian so there is no cooperative planning or team teaching." "The secretary helps keep the books in order."

The most frequently recorded comment (118) concerned frustration over the amount of time the school library was staffed. Teachers commented that they had no time to meet or plan with the teacher-librarian. "We need a full-time teacher-librarian. Our librarian is knowledgeable. It would be great if we could use her more." "It would be a huge! step forward to have the services of a full-time teacher-librarian." Principals spoke of the restricted availability of their librarians. "Cuts to teacher-librarian time negate the effectiveness and services a teacher-librarian can provide." "It is imperative that we have a full-time librarian. [At present] it is impossible to implement individualized or resource-based learning."

The need for increased funding for resources was also frequently expressed. "We need more budget to implement resource-based learning." "Our resources are out-of-date. We need more budget." "Funding is not adequate." "We can't purchase resources for new programs." "A per pupil budget disadvantages small schools."

Respondents also commented that access is often restricted by the size of the school library and by its regular use as an extra classroom. "The library is crowded; used as a teaching space, main office and reception area." "The small size and few resources mean the library is only a storage room." "The library doubles as a classroom. We can't make proper use of it."

Many respondents commented enthusiastically on the role of the teacher-librarian. "We're in the initial stage of development and see great potential for resource-based learning." "Our program has grown because of the librarian's enthusiasm, inter-personal skills and commitment to the program." I [the principal] am most pleased with the teacher-librarian. We could not function without her." "We're lucky to have a well organized library and an excellent librarian." "Working with our teacher-librarian is like having another degree, more experience and more time. I don't know what she gets paid, but it 'aint' enough."

Teachers and teacher-librarians alike commented upon the value of support from the principal. "Teachers will never cooperate fully until principals do. They [the principals] must practice what they preach." "We are fortunate to have a supportive principal and staff. The library is the centre of the school with lots of exciting, enriching activities." "The library, resource-based learning, and skills for life-long learning are high priority with the principal and because of his support there is growth in this area." "The principal is committed to resource-based learning. This makes it easy to implement."

Most of the respondents recognized that full-time staff, adequate facilities and increased funding were necessary if resource-based learning and cooperative teaching and planning were to become a reality. Otherwise, as one teacher in a school of 185 students commented, "Libraries are not a priority in the district. Our library is a joke, the library budget is a joke." If priorities are not established then, as one principal commented, "We have [had] too many new programs -- The Common Essential Learnings; Resource-Based Learning; Whole Language -- in the past three years. Funding is not in place to have new programs put across in a confident, competent manner. Results are frustration, anxiety and burn out. Somebody better wake up to reality." Or, to give a teacher-librarian the final word, "The questionnaire caused anguish, knowing what the goals are and how far away I am from achieving them."

Interviews

In addition to obtaining date from the questionnaires, the researchers jointly conducted interviews with principals in selected schools in an attempt to obtain information which would supplement the survey results. Total School Scores from both provinces were used to identify schools with high and low scores and schools were selected from each category. The interviews were structured according to the category of the school. Those for high-scoring schools focussed on the nature and causes of the school's commitment to its library. Those for low-scoring schools centred on the principal's perception of the role of the school library/teacher-librarian and on perceived prerequisites for change. In addition, for both types of schools, the opinion of the principal was sought regarding his or her role in school library development and perceived successes or failures. In Saskatchewan, interviews were conducted in eight schools with high scores and four schools with low scores. In Ontario, interviews were held in five schools with high scores and five with low scores.

Schools With High Total School Scores

Commitment to school library development at both division and school level was notably strong in schools representative of those with high total school scores. Principals in those schools spoke of "mission", "philosophy" and "goals" and of

the necessity of translating these terms into practice. They commented on the need for adequate school libraries and for active teacher-librarians who would provide support for new curriculum initiatives and prepare students for the information age. They saw administrative support, whether from the division, from consultants or from coordinators, as being of prime importance and, as well, recognized the need for teacher-librarians who were active advocates who could act as catalysts for schcol library development.

The principals in the high scoring schools also saw the librarian as the key to maintaining support for school library services and programs. As one principal explained, "the teacher-librarian is central because: (1) she's an expert on curriculum; (2) she's cost-effective' (3) she's the partner in Partners in Action; (4) she's one of the few who sees all the children; (5) she works well with people and is non-threatening' (6) she does selection with teacher input; (7) instruction is becoming more and more individualized; (8) she provides a stable family environment." In one case, board policy actually states that teacher-librarians must not be used to provide preparation time for teachers and, in another, the principal covered for his teachers to give them time to plan with the teacher-librarian.

One disgruntled principal, deploring cuts to his teacher-librarian's time in her library, commented that "ordering of resources has suffered, materials have disappeared, the staff has lost interest; everyone -- teachers and students alike -- have suffered and the principal has lost because the school is less dynamic and proactive."

Dynamism and proactivity loomed large in the thinking of high scoring schools. One respondent suggested that public relations should be used to increase community awareness of the importance of the school library, while others commented that greater support was needed from Ministries of Education as well as from the community. In this latter connection, policy documents from Ministries were seen to have minimal impact. Only two principals mentioned such documents and both felt that they lacked 'teeth' and were not followed up by the originating office. One principal felt that the impact of Partners in Action was "slipping away" and several principals were not even aware of the existence of such a document.

When asked what contributions a school library may make to the educational process, principals of high scoring schools used terms such as "important", "fundamental", "broader based than the textbook", "helps students take charge of their own learning", "[allows] children to be able to handle themselves in a information-rich world." One principal even replied that "he would seriously consider not being a principal" in a school without an active library. Other principals spoke of the "lynch-pin" contribution made by the teacher-librarian to

the enrichment program; to (in Saskatchewan) the Common Essential Learnings; to resource-based learning; and to the Language Arts Program. On the other hand, two principals expressed concern that teacher-librarians were not always prepared to become as involved as they should be in the teaching program.

Several respondents commented on the need for goals or a philosophy, combined with a responsibility to translate these statements into practice. "Make decision about where you're going, then give it (sic) continual attention." Moreover, such goals must be promoted among parents, the media, teacher and the board. "Get the message across and be sure that the school library is cost effective -- getting the best bang for the bucks." Teachers, for their part, must "buy into" or take responsibility for a resource-based learning philosophy.

Five of the principals in the high scoring schools included supervision and evaluation of resource-based teaching as part of their evaluation or supervisory activities. One principal had prepared a three-year plan, including a case for more resources and improved library facilities, which he intended to present to parents, administration and the local board. Three other principals, commenting on what they saw as the possibility -- even probability -- of forthcoming cuts to school library programs, stated that they lobby through their principals' association to forestall such cuts. Another principal was prepared to also appeal to his area superintendent and trustees. These principals sounded optimistic about their chances of avoiding cuts, but others were less sanguine. "There will not likely be staff support for improving library service if it means a cut which would disadvantage the teachers (e.g., class size)." "The Principals' Association would not see school libraries as a priority."

One principal, who had a library technician in charge of his library spoke eloquently of his satisfaction with the library program, stating that he would take a teacher-librarian if one were offered; but preferred a full-time technician to a half-time librarian. His school was working on Partners in Action; but he placed greater emphasis on the role of the technician in "getting students to read" and, although she was necessarily limited with respect to team teaching, the principal stated that his expectations for school library programming were being met.

Schools With Low Total School Scores

In contrast to the responses of principals from high scoring schools, the comments from principals in low scoring schools focussed on deprivation. Only two of the nine low-scoring schools had even a part-time qualified teacher-librarian (and in both cases the librarian was used to provide preparation time for teachers). The other seven schools were "making do" with secretarial help or with teachers who managed the library part time. The tenor of the responses from the principals from the low scoring schools was one of frustration and

inertia. In every case it was evident from the comments that the school library was seen as peripheral to the classroom program, with no integration between the two.

While principals in low-scoring schools also subscribed in principle to the concept of resource-based teaching and of Partners in Action, they described such constructs as "not possible" or "not feasible", with the results that there was in effect, "no resource-based teaching or learning", and a "decline in the academic program."

In these schools, principals felt "powerless" and reported little support for school library development at the board, division or Ministry level. "Documents are resource-based and positive; but the reality prohibits implementation." "There is no attempt to match the philosophy with funding." Two of the principals also noted that inadequate facilities, insufficient funding and staffing formulae disadvantaged the smaller schools and wondered aloud whether the reliance they placed on their local public library could not be developed into a combined school/public library system.

Principals in low scoring schools shared with their counterparts in the high scoring schools a belief that divisional/Ministry documents were having little impact upon school programs. "There is no division initiative," "There is no Ministry mandate." "The Ministry sees the relationship between resource-based learning and resources; but not between resource-based learning and personnel."

Moreover, principals in the low scoring schools seemed to lack a clear understanding of the role of the teacher-librarian and seemed, in every case, to place greater emphasis on the need for resources than on the effective selection and use of those resources. In general, they were pessimistic about the possibilities for improvement and about their ability to influence the situation. "We subscribe to the idea [of resource-based learning], but it's just not feasible." "You can even get used to the idea of hanging, if you hang long enough."

In summary, principals in schools with high total scores were committed to both philosophy and practice; were personally involved in school library development; understood the role which teacher-librarians can play in the educational process; and were often prepared to fight for their beliefs. To these principals, resource-based learning was both possible and evident. By contrast, the principals in the low scoring schools saw their schools as struggling to meet the new curriculum mandates with inadequate resources, staff and facilities. They were "doing the best we can", but without any convincing vision of an alternative future.

The evidence gathered from the both the interviews and the comments serves to

reenforce the statistical data. Effective resource-based learning programs depend, with few exceptions, on the presence of at least a half-time teacher librarian and upon an active and creative school library program integrated with the classroom program. A strong educational philosophy involving school library development must be supported by an equally strong commitment at all administrative levels and it was evident that, without this support, curriculum mandates could not be met.

CONCLUSIONS AND RECOMMENDATIONS

This study began by noting the emergence of a major and, to some extent novel, educational goal -- that of including in the curriculum those skills necessary to life-long learning and of developing students who, as well as being informed, self-directed and discriminating learners, have acquired those skills which enable them to continue learning throughout their lives. We are not, of course, the only ones to recognize that, if more than lip-service is to be paid to this goal, a focus on appropriate resources and hence on the school library is required. Thus the assertion of Partners in Action that "Classroom teachers and teacher-librarians, working together, can play a significant role in the development of skills for both lifelong learning and lifelong appreciation and enjoyment of communication media"[6] seemed to provide a realistic context within which to study the current role of school libraries and teacher-librarians in the elementary schools of Ontario and Saskatchewan.

There can be little doubt, as we demonstrated in the opening chapter, that lip service has been offered by the educational establishments of both provinces; but at least two crucial questions remain. Do those who must implement the role of the school library in the context of resource-based learning agree on that role? Secondly, can the positive impact of better-qualified library personnel be demonstrated through objective research? As a corollary to these questions, do such factors as educational qualifications, experience, time-scheduling, school size and location have a significant bearing on the ability of a school to provide effective resource-based programs?

Based on the findings in this study, it is evident that there is no agreement among three of the groups most closely concerned with the implementation of school library programs in the school -- the principal, the teacher, and the teacher-librarian. It was also clear, from our findings, that schools where qualified teacher-librarians are scheduled at least half-time in the school library are best able to provide the essential support for resource-based teaching and learning.

It is also evident that the smaller rural schools will not be able to support resource-based programming without major changes in priorities, not only at the local school level, but also at the division or board levels. In times of economic restraint, it will be necessary for Departments/Ministries of Education and Division level personnel to consider the development of mechanisms that allow for the sharing of resources, such as cooperative staffing patterns and shared consultative staff. As well, revised formulae for budgets need to be implemented which will alleviate the problems faced by small schools.

Since the qualifications and years of experience of teachers and principals made little difference to the their responses, it will be necessary to look closely at how attitudes and expectations can be changed through intensive in-service programming and through the introduction of required classes in University programs for principals and teachers that focus on resource-based learning, the role of the school library, the role of the teacher-librarian, and the role of the principal in the development of school library programs and services. Also, since the role of the teacher-librarian is not always agreed upon within the teacher-librarian group itself, additional in-service programming and extended programs at the University level will also need to be provided for teacher-librarians. Initial training in resource selection, management, skills which focus on effective communication with teachers, and curriculum building must be followed by continual upgrading to allow for rapid changes in information technology.

The need for changes in the attitudes of board members, administrators, and persons responsible for policy at Department and Ministry of Education must also be considered. There is an obvious and wide gap between the mandate of the curriculum and the resources to support that mandate. Boards of Education, division level personnel and staff at the local level need to work together to ensure that the educational authority which mandates curriculum also mandates the support for those programs necessary to effective implementation.

If such changes are to occur, it will be necessary to make those responsible for educational policy aware of the growing body of research[7] documenting the effectiveness of school libraries and the benefits of spending money on school libraries. These studies need to be made available to the decision-makers. An example of such research is the recent study by the Colorado Department of Education,[8] which shows that the strength of the school library is a clear predictor of students' academic achievement. The size of the school library staff and collection was found to be the best predictor of academic achievement. Students who score higher on standardized tests tend to come from schools with more school library staff and more books, periodicals, and videos, regardless of other factors, including economic ones. The instructional role of the teacher-librarian shapes the collection and, in turn, academic achievement and, when the

teacher-librarian joins with teachers to utilize the school library collection, this kind of cooperative effort pays off in better test scores. Studies such as these could do much to persuade those who hold the purse strings that their money would be well spent, and that without such expenditures schools are not providing support for effective learning.

Changes in attitude may also be fostered by informed advocates who place the issue of school libraries within the context of the current emphasis in educational circles on organizational cultures and leadership. Such a context may help to inform educators as they move toward change in school library development.

Such an educator is Jean Brown who, in approaching the concept of organizational culture, cites the relevant definition developed by E. Schein in this 1985 edition of Organizational Cultures and Leadership:

> A pattern of basic assumptions -- invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration -- that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to these problems.[9]

It was, in fact, just such a pattern that the present researchers were seeking when they investigated the presence or absence of school consensus on the issues of policy, awareness, cooperative planning, expectations, the role of the school library and the role of the teacher-librarian -- issues which clearly involve external adaptation and internal integration. It is obvious from our findings that such consensus does not exist.

The reason for this lack of consensus may, perhaps, be explained by reference to sources such as Brown's recent article on leadership for school improvement. Brown hypothesized that, "Teacher-librarians have done an admirable job in connecting with each other. The problem emerges when we consider connecting outside our own group, to education in general."[10] Many of the findings from our own study do, indeed, seem to support Brown's suggestion that the relationship between a principal and a teacher-librarian can be characterized as transactional, rather than transformational because, while it is in the librarian's interest to follow the principal's lead, "there was nothing that unites the principal and the teacher-librarian together in a "mutual and continuing pursuit of a higher purpose."[11]

Additional research dealing with analysis of the relationship between principals and teacher-librarians, was carried out in 1993 by Patricia Wilson, Martha Blake

and Josette Lyders.[12] They reported that out of 572 teacher-librarians and 423 principals responding to their questionnaire, over 90% of the librarians and 68% of the principals agreed that principals were inadequately trained in the management and function of school libraries. Specifically, respondents felt that principals lacked knowledge of: (1) school library standards and guidelines (2) the library's place in the total school program; (3) the nature of the library's automated and visual resources; (4) library routines and (5) the certification requirements of teacher-librarians. This study also supports our findings as well as our conclusion regarding the need for remedies for this situation.

Further to the problems that arise because of lack of consensus on the role of the school library and the teacher-librarian, Jeanette Meyer, in her unpublished master's thesis analyzed classroom integration of cooperatively planned resource-based learning from the point of view of the teacher in one Saskatchewan school district. Meyer's research found that

> the degree of integration was very uneven within individual sites as well as among various schools. Factors affecting this integration included the librarian's personality and rapport with the staff, differing philosophies and teaching styles, time restrictions, staff development and support for the innovation, the principal's expectations, the teachers' own independent natures and changes in personnel.[13]

Meyer found, in other words, grounds for diversity in just about every facet of school life and thought and it is this same lack of consensus between principals, teachers and teacher-librarians that constitutes an alarming finding in our own study.

Brown, in the article cited earlier, also views the school library in terms of the organizational culture of the school. Surprisingly, perhaps, this is a relatively unexplored field, but in general, as Brown notes, "in the major efforts at educational reform and restructuring, the school's learning resource center and the role of teacher-librarians appear to be overlooked."[14]

If, then, we interpret our findings in the context of organizational culture, we must, perhaps, conclude that school libraries are not integral to the organizational culture of Ontario and Saskatchewan schools. If they were, there would be a pattern of basic assumptions regarding, for example, the role of the teacher-librarian -- a pattern which would work well enough to be considered valid by principals, teachers and teacher-librarians alike. If such a pattern existed, it could then be disseminated to others in the educational establishment.

In practice, however, as our research suggests, no factor examined in the study had a consistent impact upon the opinion of any of the key players in the schools of either province.

This conclusion is not unique to the present study. What our study does underline, however, is the sadly ironical conclusion that, while better qualified teacher-librarians are more positive about their own role and that of their library, those roles are not seen as important except by the teacher-librarians themselves. Joan Bowness sums up the quintessential irony when she writes of the principals in her district who have been attending numerous workshops on the currently fashionable topic of school effectiveness and change; but who do not see the relevance of successful school library programs because libraries are not discussed in the workshops.[15] In fact, concludes Bowness, while both principals and teacher-librarians were conscious of their own leadership roles, neither perceived "any combination of independent variables [integration of the library program; the leadership of the librarian; the leadership of the principal and positive school culture] to be significant to the integration of school library programs."[16] If anything, the findings of the present study suggest that the teacher-librarian is even more isolated, both from his or her principal and from fellow teachers, than we have hitherto suspected.

Harold Howe, a former United States Commissioner of Education, has said that "what a school thinks about its library is a measure of what it feels about education."[17] It is obvious that, for our students to succeed, they must be able to think creatively; to have those skills which enable them to move competently into an information-rich society; and be capable of taking advantage of all the available filling stations on the electronic highway. Education, then must prepare them to be lifelong learners. Without effective school libraries and trained, experienced teacher-librarians it is unlikely that this dream can become a reality. This vision, Betty reminds us, is crucial to the education of our students. "Because our vision makes sense and is educationally sound, and because what we believe in does make a difference to student learning, it is a vision that we must never give up."[18] We hope that the research described in this report will encourage a continuing belief in, and increased support for, that vision.

FOOTNOTES

1 Ontario Ministry of Education. Partners in Action: The Library Resource Centre in the School Curriculum. Toronto: Ontario Ministry of Education, 1982. p.28.

2 Ontario. Ministry of Education. Partners in Action. p.6.

3 Saskatchewan Education. Resource-Based Learning: Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centres. Regina: Saskatchewan Education, November, 1987. p.2.

4 Ontario Ministry of Education. Partners in Action. p.28.

5 Saskatchewan Education. Resource-Based Learning. p.2.

6 Ontario Ministry of Education. Partners in Action. p.28.

7 See, for example, Pat Taylor. "Professional Reading." The Medium. v.34 (Spring/Summer 1994):4-9 and "Royal Commission on Learning." Inside OSLA (Autumn 1993):2-3.

8 Cited in "Submission to Royal Commission on Learning." p.2-3.

9 E. Shein. Organizational Culture and Leadership. San Francisco, Calif.: Jossey-Bass, 1985. p.9.

10 Jean Brown. "Leadership for School Improvement." Emergency Librarian v.20 (January-February 1993):10.

11 Ibid. p.10.

12 Patricia Wilson, Martha Blake, and Josette Lyders. "Pricipals and Teacher-Librarians: A Study and a Plan for Partnership." Emergency Librarian v.21 (September-October 1993):19.

13. Jeanette Meyer. "An Investigation into the Implementation of Cooperatively Planned Resource-Based Learning from the Perspective of Teachers." (M.Ed. Thesis, University of Saskatchewan, 1990). For a synopsis of Meyers' findings see Jeanette Meyer and Earle Newton, "Teachers' View of the Implementation of Resource-Based Learning." Emergency Librarian v.20 (November-December 1992):13-19.

14 Jean Brown. p.10.

15 Joan Bowness. "Leadership and School Culture: A Combination of Factors Related to the Successful Integration of School Library Programmes." (M.L.S. Research Stream paper, University of Toronto, 1993). p.81.

16 Joan Bowness. p.83.

17 As reported in Barbara Dekker. "The Keys to Good Libraries: Principals and Money." Canadian School Executive v.10 (April 1991):28.

18 Adrienne Betty. "Teacher-Librarians – Leaders Who Do Make Things Happen." The Medium v.30 (Summer/Fall 1989):5.

LIBRARIAN QUESTIONNAIRE

Please return completed questionnaire no later than April 24, 1989.

LIBRARIAN QUESTIONNAIRE

Note: It was difficult to choose a term that describes all the personnel who might, in the various school systems, be assigned responsibility for the school library. To avoid awkwardly worded questions, the term "librarian" has been used in this questionnaire to refer to any person who has been given responsibility for the operation of the school library. This term, then, includes teacher-librarians, teachers, library technicians, library/teacher aides and clerical personnel.

This questionnaire consists of a number of statements concerning resource-based teaching/learning, the school library and the role of the librarian. It is designed to collect data on the situation as it exists at the present time in your school. Your responses should reflect the services provided by the librarian in your school and should not include services that might be provided by an itinerant Division, District or Board Consultant.

Please indicate, by placing a check mark in the appropriate box, the extent to which you agree or disagree that the statements in the questionnaire are representative of the situation in your school.

Please respond to each item.

Terms Used in the Questionnaire

Cooperative Planning: Planning in which the librarian and the teacher work together to define a particular unit of study and to identify the resources to be used in the unit.

Cooperative Teaching: A unit in which the teacher and the librarian are team teachers with joint responsibility for the delivery of the unit.

Independent Learning Skills: Those skills which students need to find, evaluate and apply information.

Resource-based Teaching/Learning: Learning/Teaching in which students develop knowledge, skills and understanding by using a wide variety of print, non-print and human resources.

Skills Continuum: A formally accepted charting of independent learning skills with lists of skills matched to the grade levels at which the skills should be acquired. Such a continuum is developmental and sequential.

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	A centralized resource collection located in the school is essential to effective teaching.	☐	☐	☐	☐	☐
2.	Students in this school are enthusiastic about exploring a variety of sources of information.	☐	☐	☐	☐	☐
3.	Teachers design learning experiences for students that encourage and support the effective use of the school library.	☐	☐	☐	☐	☐
4.	The teaching program in this school incorporates the skills necessary for independent and life-long learning.	☐	☐	☐	☐	☐
5.	Teachers use the school library as a teaching space.	☐	☐	☐	☐	☐
6.	The principal regards me as an equal partner with the teacher in the design and implementation of the school curriculum.	☐	☐	☐	☐	☐
7.	I involve the teachers, or a group of teachers, in the development of a school-based selection policy.	☐	☐	☐	☐	☐
8.	I effectively communicate my role and my responsibilities to the principal.	☐	☐	☐	☐	☐
9.	Library resources make a necessary contribution to the development of a student's self-confidence, independence and self-worth.	☐	☐	☐	☐	☐
10.	Teachers allow individual students free access to the school library throughout the school day.	☐	☐	☐	☐	☐
11.	Students in this school have access, through the school library, to a wide range of appropriate print resources.	☐	☐	☐	☐	☐
12.	Students in this school have access, through the school library, to a wide range of appropriate non-print resources.	☐	☐	☐	☐	☐
13.	Students in this school have access, through the school library, to a wide range of appropriate human resources (community agencies and representatives, experts in various fields, etc.).	☐	☐	☐	☐	☐
14.	The principal actively promotes the use of the school library as an integral part of the school curriculum.	☐	☐	☐	☐	☐
15.	Teachers respect my special skills and knowledge.	☐	☐	☐	☐	☐
16.	School library programs should be fully integrated with classroom programs.	☐	☐	☐	☐	☐
17.	The teachers and I teach units of study cooperatively.	☐	☐	☐	☐	☐
18.	The principal regularly gives me time at staff meetings to speak about resources and/or resource-based programming.	☐	☐	☐	☐	☐
19.	I encourage and facilitate the sharing of information and resources between the school library and other library and information centres.	☐	☐	☐	☐	☐
20.	Teachers are able to schedule adequate time during the school day to cooperatively plan resource-based units with me.	☐	☐	☐	☐	☐
21.	The principal expects teachers to take part in in-service programs and/or other professional development activities related to resource-based teaching and learning.	☐	☐	☐	☐	☐
22.	Effective District, Division or Board level services are available to support our school library program.	☐	☐	☐	☐	☐
23.	The principal expects teachers and the librarian to teach cooperatively.	☐	☐	☐	☐	☐
24.	Flexible school library scheduling is part of the operational policy in our school.	☐	☐	☐	☐	☐

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(continued on the next page)

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
25.	I effectively communicate my role and responsibilities to the teachers.	☐	☐	☐	☐	☐
26.	The principal initiates in-service and/or other professional development activities to improve the resource-based teaching skills of the teachers.	☐	☐	☐	☐	☐
27.	The librarian actively promotes the use of the school library as an integral part of the school curriculum.	☐	☐	☐	☐	☐
28.	Individualized instruction is essential to the development of life-long learners and self-confident resourceful citizens.	☐	☐	☐	☐	☐
29.	The school library is open to students and staff when they need it.	☐	☐	☐	☐	☐
30.	Appropriate location tools (catalogs, indexes, etc.) allow students and teachers effective access to all resources.	☐	☐	☐	☐	☐
31.	My students and I routinely supplement the resources of the school library by using collections outside the school.	☐	☐	☐	☐	☐
32.	I feel that I have the knowledge and skill necessary to make effective use of a variety of resources to support, extend and enrich the instructional program.	☐	☐	☐	☐	☐
33.	The teaching of independent learning skills in our school is based on an accepted developmental and sequential skills continuum.	☐	☐	☐	☐	☐
34.	I have the time to become familiar with the many resources available in the school library.	☐	☐	☐	☐	☐
35.	There is a school-based selection policy which directs the development of the school library collection.	☐	☐	☐	☐	☐
36.	I assume an active role in teaching and learning.	☐	☐	☐	☐	☐
37.	The principal has a general knowledge of school library needs and an understanding of the contribution resource-based learning can make to the educational program of the school.	☐	☐	☐	☐	☐
38.	The goals and objectives of the school library are reviewed annually as part of an on-going planning process.	☐	☐	☐	☐	☐
39.	The principal includes resource-based teaching and cooperative planning with teachers among the factors to be considered in the evaluation of my performance.	☐	☐	☐	☐	☐
40.	The librarian in this school initiates in-service programming and/or other professional development activities in the area of resource-based teaching.	☐	☐	☐	☐	☐
41.	Flexible scheduling in the school library makes it easier for students and teachers to use its resources and its programs.	☐	☐	☐	☐	☐
42.	Teachers regularly examine, preview and recommend titles for the school library collection.	☐	☐	☐	☐	☐
43.	Teachers evaluate resources in terms of their applicability to the needs and learning styles of their students.	☐	☐	☐	☐	☐
44.	The school library budget allows for the purchase of those resources necessary to support the curriculum.	☐	☐	☐	☐	☐
45.	Teachers regard me as an equal partner in the design and implementation of the school curriculum.	☐	☐	☐	☐	☐
46.	Teachers routinely make provision for the sequenced learning of independent learning skills and strategies in their classroom program.	☐	☐	☐	☐	☐
47.	The principal expects teachers to work cooperatively with me to plan resource-based units.	☐	☐	☐	☐	☐

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(continued on the next page)

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
48.	Teachers take the initiative in involving me in the planning of units for their classroom program.	☐	☐	☐	☐	☐
49.	Teachers use a wide variety of learning resources in their classes.	☐	☐	☐	☐	☐
50.	Teachers incorporate, within their instructional program, a wide variety of activities that require students to apply independent learning skills and strategies.	☐	☐	☐	☐	☐
51.	Teachers incorporate, within their instructional program, activities which allow students to develop an appreciation of the various art forms (literature, art, drama, etc.).	☐	☐	☐	☐	☐
52.	Teachers allow time, within their instructional program, for reading, listening and viewing.	☐	☐	☐	☐	☐
53.	Teachers use resources in their classroom program to encourage students to become active, rather than passive, learners.	☐	☐	☐	☐	☐
54.	The principal includes resource-based teaching and cooperative planning among the factors to be considered in the evaluation of teachers.	☐	☐	☐	☐	☐
55.	The principal expects me to initiate in-service programs and/or other professional development activities in the area of resource-based teaching.	☐	☐	☐	☐	☐
56.	Teachers work cooperatively with me to plan resource-based units.	☐	☐	☐	☐	☐
57.	Teachers actively promote the use of the school library as an integral part of the school curriculum.	☐	☐	☐	☐	☐
58.	I have the knowledge and skill necessary to initiate, plan, develop and implement resource-based programs that are integrated with the curriculum.	☐	☐	☐	☐	☐
59.	The principal conducts a formal evaluation of the school library program annually.	☐	☐	☐	☐	☐
60.	I report to the principal regularly regarding on-going school library programs, and discussing goals, objectives and activities.	☐	☐	☐	☐	☐

COMMENT SECTION

This section is provided for any comments you may wish to make.

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(continued on the next page)

LIBRARIAN INFORMATION SHEET

Please respond to the following questions.

1. Number of years of experience as a teacher before becoming a librarian or before taking charge of a school library.
(Please check appropriate category)

____ does not apply
____ 1-5
____ 6-10
____ 11-15
____ 16-20
____ 21-25
____ 25 +

2. Number of years of experience as a librarian or as a person in charge of a school library.
(Please check appropriate category)

____ 1-5
____ 6-10
____ 11-15
____ 16-20
____ 21-25
____ 25 +

3. (a) Educational qualifications. (Please specify)

_____

_____

_____

(b) Indicate any classes, programs, or majors in school librarianship.

_____

_____

4. Are you full time _____
more than half time _____
less than half time _____ in the school library?

5. Is there a Division/District or Board level School Library Consultant/Coordinator for your system?
____ Yes ____ No

Thank you for completing this questionnaire.